

***IN-VISION* Elementary Spanish Curriculum--Year 1**

Year: **1**

Goals:

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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Standard: **1.1 *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	<ul style="list-style-type: none"> • Health • Classroom routines 	<ul style="list-style-type: none"> • Charades 	<ul style="list-style-type: none"> • Meal times • Typical meal/snack foods • Bathroom procedures • Value of politeness
Phrases/Structures		Vocabulary	
TEACHER PROMPT: Are you hungry? ¿ <i>Tienes hambre?</i> STUDENT RESPONSE: I'm hungry. <i>Tengo hambre.</i> TEACHER PROMPT: Are you thirsty? ¿ <i>Tienes sed?</i> STUDENT RESPONSE: I'm thirsty. <i>Tengo sed.</i> Bathroom, please. <i>El baño, por favor.</i> Teacher... <i>Maestro/a...</i>			

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Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 B Express basic courtesies.	<ul style="list-style-type: none"> Social skills 	<ul style="list-style-type: none"> Visual Script Unscramble (Intermediate only) 	<ul style="list-style-type: none"> Compare/Contrast greetings, farewells and courtesies
Phrases/Structures		Vocabulary	
Please. <i>Por favor.</i> Thank you. <i>Gracias.</i> You're welcome. <i>De nada.</i> Good-bye. <i>Adiós.</i> See you later. <i>Hasta luego.</i> Sorry. / Excuse me. <i>Perdón.</i> Hello. <i>Hola.</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 C Express state of being.	<ul style="list-style-type: none"> Health Guidance 	<ul style="list-style-type: none"> ¿Cómo estás? 	<ul style="list-style-type: none"> Gesture for <i>así así</i>
Phrases/Structures		Vocabulary	
(I'm) fine. <i>(Estoy) bien.</i> (I'm) so-so. <i>(Estoy) así así.</i> (I'm) not well. <i>(Estoy) mal.</i>			

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Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 D Express likes and dislikes.	• Nutrition	• I Like/I Don't Like	• Typical desserts (flan, use of fruits) • Chicle tree • Types of pies (<i>el pastel, la tarta, la empanada</i>)
Phrases/Structures		Vocabulary You may incorporate vocabulary from other levels and indicators.	
I like _____. <i>Me gusta _____.</i> I don't like _____. <i>No me gusta _____.</i>		<u>Food</u> cake ice cream gum pudding pie <u>La Comida</u> <i>la torta/el pastel</i> <i>el helado</i> <i>el chicle</i> <i>el pudín</i> <i>el pay/la tarta</i>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 E Express agreement and disagreement.	• All content areas	• Yes/No	• Gestures: Thumbs up/down
Phrases/Structures		Vocabulary	
		Yes. No. <i>Sí.</i> <i>No.</i>	

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Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	<ul style="list-style-type: none"> • Social skills • Science • Art 	<ul style="list-style-type: none"> • Visual Script • Unscramble (Intermediate only) • ¿Cómo estás? • What's the Color? • What's the Weather? 	<ul style="list-style-type: none"> • Compare/contrast greetings • General temperatures in Hispanic countries (cool in mountains, hot in tropical areas.)
Phrases/Structures		Vocabulary	
<p><i>See other progress indicators for conversation topics.</i></p> <p>TEACHER PROMPT: How are you today? <i>¿Cómo estás hoy?</i></p> <p>STUDENT RESPONSE: <i>Examples:</i> ([I'm] fine.) <i>([Estoy] bien.)</i> (I'm hungry.) <i>(Tengo hambre.)</i></p> <p>TEACHER PROMPT: What color is it? <i>¿De qué color es?</i></p> <p>STUDENT RESPONSE: _____.(color) _____.(color)</p> <p>TEACHER PROMPT: What is the weather like? <i>¿Qué tiempo hace?</i></p> <p>STUDENT RESPONSE: It is hot. <i>Hace calor.</i> It is cold. <i>Hace frío.</i> It is cool. <i>Hace fresco.</i></p> <p>1.1 F</p>		<p>Colors <i>Los Colores</i> (See 1.2 B)</p> <p>brown <i>café/marrón</i> red <i>rojo/a</i> blue <i>azul</i> yellow <i>amarillo/a</i> green <i>verde</i></p>	

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Within a conversation, students use: Please. <i>Por favor.</i> Thank you. Thanks. <i>Gracias.</i> You're welcome. <i>De nada.</i> Good-bye. <i>Adiós.</i> Until later. <i>Hasta luego.</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 G Ask and answer simple questions.	NA	NA	NA
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 H Make and respond to simple requests.	• Daily classroom routines	• Simon Says	• Respect of teachers
Phrases/Structures		Vocabulary	
_____, please. <i>_____, por favor.</i> Stand up. <i>Levántense. **</i> Sit down. <i>Siéntense. **</i> Listen. <i>Escuchen. **</i> Silence, please. <i>Silencio.</i> Teacher. <i>Maestro/a.</i> <i>** (These commands are intended for more than one person.)</i>			

***IN-VISION* Elementary Spanish Curriculum—Year 2**

Year: 2

Goals:

#1 Communicate in Spanish	#4 Develop insight into the nature of language and culture
#2 Gain understanding of other cultures	#5 Participate in multilingual communities at home and around the world
#3 Connect with other disciplines and acquire information	

Standard: 1.1 *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	<ul style="list-style-type: none"> • Health • Daily routines 	<ul style="list-style-type: none"> • Small Talk • How Do You Feel? 	<ul style="list-style-type: none"> • Compare/Contrast school day routines • Siesta concept • In Hispanic countries when they have a sore throat, they drink something hot.
Phrases/Structures		Vocabulary	
<p>I want _____. <i>Yo quiero _____.</i></p> <p>I'm tired. <i>Estoy cansado/a.</i> I'm sick. <i>Estoy enfermo/a.</i></p>		<p><u>Classroom Objects</u> <u>Los Objetos de la Clase</u></p> <p>the book <i>el libro</i> the scissors <i>las tijeras</i> the lunch ticket <i>el ticket/el boleto</i></p>	

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Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 B Express basic courtesies.	• Social skills	• Small Talk	• Greetings and farewells • Courtesies
Phrases/Structures		Vocabulary	
<p>Good morning. <i>Buenos días.</i> Good afternoon. <i>Buenas tardes.</i> Good night. <i>Buenas noches.</i> See you later. <i>Hasta la vista.</i></p> <p>TEACHER PROMPT: What is your name?</p> <p><i>¿Cómo te llamas?</i></p> <p>STUDENT RESPONSE: My name is ____.</p> <p><i>Me llamo ____.</i></p> <p>TEACHER PROMPT: How are you?</p> <p><i>¿Cómo estás?</i></p> <p>STUDENT RESPONSE: (I am) (very) fine. <i>(Estoy) (muy) bien.</i> (I am) so-so. <i>(Estoy) así así .</i> (I am) not (very) well. <i>(Estoy) (muy) mal.</i></p>			
Progress Indicators/	Possible Content	Assessment/s	Culture

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Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 C Express state of being.	• Social skills	• How Do You Feel? • Small Talk	
Phrases/Structures		Vocabulary You may incorporate vocabulary from other levels and indicators.	
TEACHER PROMPT: How are you? <i>¿Cómo estás?</i> STUDENT RESPONSE: I am hot. <i>Tengo calor.</i> I am cold. <i>Tengo frío.</i> I am afraid. <i>Tengo miedo.</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 D Express likes and dislikes.	• All content areas	• Burgers and Dogs	• Foods/Snacks
Phrases/Structures		Vocabulary You may incorporate vocabulary from other levels and indicators.	
TEACHER PROMPT: Do you like _____? <i>¿Te gusta _____?</i> STUDENT RESPONSE: Yes, I like _____. <i>Sí, me gusta _____. No, I don't like _____. <i>No, no me gusta _____. </i></i>		Food <i>La Comida</i> catsup <i>la salsa de tomate</i> mustard <i>la mostaza</i> hot dog <i>el perro caliente</i> hamburger <i>la hamburguesa</i>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

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1.1 E Express agreement and disagreement.	• Social skills	• Yes, Sir/No, Sir	• Compare abbreviations for titles: -Mr. for Mister, <i>Sr.</i> for <i>Señor</i> - <i>Don, Doña</i> terms of respect
Phrases/Structures		Vocabulary	
Yes, <u>(name)</u> . No, <u>(name)</u> .	<i>Sí, (<u>nombre</u>).</i> <i>No, (<u>nombre</u>).</i>	sir <i>señor</i> m'am <i>señora</i> miss <i>señorita</i>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	• Science • Art	• What's the Weather? • What's the Color?	• Climate in relation to the equator • Colors of flags • Book: <u>Colors of México</u>
Phrases/Structures		Vocabulary	
TEACHER PROMPT: What is the weather? <i>¿Qué tiempo hace?</i> STUDENT RESPONSE: It's sunny. <i>Hace sol.</i> It's windy. <i>Hace viento.</i> It's good weather. <i>Hace buen tiempo.</i> It's bad weather. <i>Hace mal tiempo.</i> 			

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TEACHER PROMPT: What color is it? <i>¿De qué color es?</i> STUDENT RESPONSE: _____. (color) _____. (color)			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 G Ask and answer simple questions.	• Social skills	• Small Talk • How Do You Say It...Again?	• Shaking hands, kissing cheeks and hugging
Phrases/Structures		Vocabulary	
How are you? <i>¿Cómo estás?</i> (I'm) very well. <i>(Estoy) muy bien.</i> (I'm) fine. <i>(Estoy) bien.</i> (I'm) not well. <i>(Estoy) mal.</i> (I'm) not very well. <i>(Estoy) muy mal.</i> How do you say ____? <i>¿Cómo se dice ____?</i>		You may incorporate vocabulary from other levels and indicators.	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 H Make and respond to	• P.E.	• Let's Play	• Hispanic games

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simple requests.	• Recess		
Phrases/Structures		Vocabulary	
Come here. <i>Ven acá.*</i> Let's play! <i>¡Vamos a jugar!</i> It's your turn. <i>Es tu turno.</i> <i>*(This command is intended for one person in the "tú" form.)</i>			

***IN-VISION* Elementary Spanish Curriculum—Year 3**

Year: **3**

Goals:

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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Standard: *1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	<ul style="list-style-type: none">• Health• Community and family	<ul style="list-style-type: none">• All in the Family• Necessities of Life	<ul style="list-style-type: none">• Compare family customs in Hispanic countries• Extended family• Typical houses
Phrases/Structures		Vocabulary	
<div>I need _____. <i>(with people or pets only)</i></div> <div>Yo necesito a _____.</div>		<div><div><div><u>Family</u></div><div>my brother</div><div>my sister</div><div>my grandfather</div><div>my grandmother</div><div>my mom</div><div>my dad</div></div><div><div><u>La Familia</u></div><div><i>mi hermano</i></div><div><i>mi hermana</i></div><div><i>mi abuelo</i></div><div><i>mi abuela</i></div><div><i>mi mamá/madre</i></div><div><i>mi papá/padre</i></div></div></div> <div><div>I need _____.</div><div>Yo necesito _____.</div></div> <div><div><div><u>Needs</u></div><div>food</div><div>water</div><div>a home</div><div>medicine</div><div>to sleep</div></div><div><div><u>Las Necesidades</u></div><div><i>comida</i></div><div><i>agua</i></div><div><i>una casa</i></div><div><i>medicina</i></div><div><i>dormir</i></div></div></div>	
Progress Indicators/	Content	Assessment/s	Culture

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Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 B Express basic courtesies.	• Social skills	• Let's Get Acquainted	• Other farewells • Gestures • Courtesies • Introductions
Phrases/Structures		Vocabulary	
Nice to meet you. <i>Mucho gusto.</i> Bye. <i>Chao.</i>			
Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 C Express state of being.	• Guidance	• Feelings...	• Nonverbal communications
Phrases/Structures		Vocabulary	
		You may incorporate vocabulary from other levels and indicators.	
TEACHER PROMPT: How are you? <i>¿Cómo estás?</i> STUDENT RESPONSE: I'm angry. <i>Estoy enojado/a.</i> I'm happy. <i>Estoy contento/a.</i> I'm sad. <i>Estoy triste.</i> very <i>muy</i>			
Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

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1.1 D Express likes and dislikes.		<ul style="list-style-type: none">• P.E.• Nutrition• Fine Arts	<ul style="list-style-type: none">• ¿Te gusta?	<ul style="list-style-type: none">• Hispanic games, sports, and songs• Compare/Contrast food/ snacks and drinks
Phrases/Structures			Vocabulary	
			You may incorporate vocabulary from other levels and indicators.	
<div>Do you like _____?</div> <div>¿Te gusta _____?</div> <div>Yes, I like _____.</div> <div>Sí, me gusta _____.</div> <div>No, I don't like _____.</div> <div>No, no me gusta _____.</div>			<div>VerbsLos Verbos</div> <div>to eatcomer</div> <div>to drinktomar/beber</div> <div>to playjugar</div> <div>to drawdibujar</div> <div>to singcantar</div>	
Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)	
1.1 E Express agreement and disagreement.	<ul style="list-style-type: none">• All content areas	<ul style="list-style-type: none">• Split Decision• Let's Get Acquainted		
Phrases/Structures			Vocabulary	
<div>Me, too.</div> <div>Yo también.</div> <div>Not me.</div> <div>Yo no.</div> <div>And you?</div> <div>¿Y tú?</div>				

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Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	<ul style="list-style-type: none"> • Nutrition • Geography • Science • Communication/Conversation 	<ul style="list-style-type: none"> • What's Cookin'? • What's the Weather? • Student Showcase 	<ul style="list-style-type: none"> • Saint's Day • Birthday celebrations • Non-celebration of Thanksgiving
Phrases/Structures		Vocabulary	
TEACHER PROMPT: Do you like ____? STUDENT RESPONSE: I don't like ____ . I like ____ . TEACHER PROMPT: How old are you? STUDENT RESPONSE: I am ____ years old.		<div> <u>Colors</u> <u>Los Colores</u> </div> <div> <u>Foods</u> <u>La Comida</u> </div> <div> soup <i>la sopa</i> cheese <i>el queso</i> turkey <i>el pavo</i> pumpkin pie <i>el pay de calabaza/la tarta de calabaza</i> mashed potatoes <i>el puré de papas/el puré de patatas</i> chicken <i>el pollo</i> </div> <div> <u>Numbers Expressing Age</u> <u>Los Números Expresando la Edad</u> </div>	

***IN-VISION* Elementary Spanish Curriculum—Year 3**

1.1 F

TEACHER PROMPT:

When is your birthday? ¿Cuándo es tu cumpleaños?

STUDENT RESPONSE:

(My birthday is in) _____. (*Mi cumpleaños es en*) _____.
(month) (mes)

TEACHER PROMPT:

Where do you live?	<i>¿Dónde vives?</i>
In the country?	<i>¿En el campo?</i>
In the city?	<i>¿En la ciudad?</i>
In town?	<i>¿En un pueblo?</i>

STUDENT RESPONSE:

(I live) in ____.	<i>(Vivo) en ____.</i>
the country	<i>el campo</i>
the city	<i>la ciudad</i>
town	<i>un pueblo</i>

TEACHER PROMPT:

What is the weather like? *¿Qué tiempo hace?*

STUDENT RESPONSE:

It is very hot.	<i>Hace mucho calor.</i>
It is very cold.	<i>Hace mucho frío.</i>
It is very sunny.	<i>Hace mucho sol.</i>
It is very windy.	<i>Hace mucho viento.</i>

Months

Los Meses

January	<i>enero</i>
February	<i>febrero</i>
March	<i>marzo</i>
April	<i>abril</i>
May	<i>mayo</i>
June	<i>junio</i>
July	<i>julio</i>
August	<i>agosto</i>
September	<i>septiembre</i>
October	<i>octubre</i>
November	<i>noviembre</i>
December	<i>diciembre</i>

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Progress Indicators/ Functions	Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 G Ask and answer simple questions.	<ul style="list-style-type: none"> • Social Studies • Communication/Conversation 	<ul style="list-style-type: none"> • Let's Get Acquainted • ¿Te gusta? 	<ul style="list-style-type: none"> • Compare/Contrast names • Two last names and what their names are in Spanish
Phrases/ Structures		Vocabulary	
<p>What is your name? (My name is)____.</p> <p>Do you like ____? Yes, I like ____. No, I don't like ____.</p>		<p><i>¿Cómo te llamas? (Me llamo)____.</i></p> <p><i>¿Te gusta ____? Sí, me gusta ____. No, no me gusta ____.</i></p>	
Phrases/ Structures		Vocabulary	
1.1 H Make and respond to simple requests.	<ul style="list-style-type: none"> • Daily classroom routine • P.E. 	<ul style="list-style-type: none"> • Leaders and Followers • Basic Requests 	<ul style="list-style-type: none"> • Social graces of Spanish speaking countries: • Please/Thank you frequently used in Hispanic countries
Phrases/Structures		Vocabulary	
<p>Let's go.</p> <p>Stop, please.</p> <p>May I use the bathroom?</p> <p>May I get a drink?</p> <p><i>** (These commands are intended for more than one person.)</i></p>		<p><i>Vámonos. **</i></p> <p><i>Alto/Paren, por favor. **</i></p> <p><i>¿Puedo usar el baño?</i></p> <p><i>¿Puedo tomar agua?</i></p>	

***IN-VISION* Elementary Spanish Curriculum—Year 4**

Year: 4

Goals:

#1 Communicate in Spanish

#2 Gain understanding of other cultures

#3 Connect with other disciplines and acquire information

#4 Develop insight into the nature of language and culture

#5 Participate in multilingual communities at home and around the world

Standard: *1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	• School environment	• Lost at School	• Bathroom and shower procedures (water resources) • Rooms in Hispanic schools
Phrases/Structures		Vocabulary	
Where is ____? <i>¿Dónde está ____?</i> I don't know. <i>No sé.</i> I know. <i>Yo sé.</i> It's near _____. <i>Está cerca de* _____.</i> (the place) (el lugar) It's to the right of _____. <i>Está a la derecha de* _____.</i> (the place) (el lugar) It's to the left of _____. <i>Está a la izquierda de* _____.</i> (the place) (el lugar) *(de = del when the noun is preceded by el (del baño)) (de = de la when the noun is preceded by la (de la biblioteca)) I'm lost. <i>Estoy perdido/a.</i>		<u>Places in a School</u> <u>Los Lugares en una Escuela</u> the cafeteria <i>la cafetería</i> the library <i>la biblioteca</i> the telephone <i>el teléfono</i> the bathroom <i>el baño</i> the office <i>la oficina</i> the playground <i>el patio de recreo</i> the gym <i>el gimnasio</i> the nurse's office <i>la oficina de la enfermera</i> the classroom <i>la sala de clase</i> the auditorium <i>el auditorio</i> the computer lab <i>el laboratorio de computadoras</i>	

***IN-VISION* Elementary Spanish Curriculum—Year 4**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)								
1.1 B Express basic courtesies.	<ul style="list-style-type: none">• Language Arts• Social skills	<ul style="list-style-type: none">• Meet a Friend	<ul style="list-style-type: none">• Greetings (formal vs. informal)• Introductions• Courtesies—<i>Salud</i> (first sneeze), <i>dinero</i> (second sneeze), <i>y amor</i> (third sneeze)								
Phrases/Structures		Vocabulary									
How are you? <i>¿Qué tal?</i> This is my friend, _____. <i>Éste es mi amigo, _____. (male)</i> <i>Ésta es mi amiga, _____. (female)</i> Nice to meet you. <i>Mucho gusto.</i> Bless you. (sneezing) <i>Salud.</i>											
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)								
1.1 C Express state of being.	<ul style="list-style-type: none">• Guidance	<ul style="list-style-type: none">• I Get So Emotional!	<ul style="list-style-type: none">• Compare/Contrast the way the cultures communicate their feelings								
Phrases/Structures		Vocabulary									
		You may incorporate vocabulary from other levels and indicators.									
I am _____. <i>Estoy _____.</i>		<table><tr><td><u>Feelings</u></td><td><u>Los Sentimientos</u></td></tr><tr><td>happy</td><td><i>feliz</i></td></tr><tr><td>nervous</td><td><i>nervioso/a</i></td></tr><tr><td>excited</td><td><i>emocionado/a</i></td></tr></table>		<u>Feelings</u>	<u>Los Sentimientos</u>	happy	<i>feliz</i>	nervous	<i>nervioso/a</i>	excited	<i>emocionado/a</i>
<u>Feelings</u>	<u>Los Sentimientos</u>										
happy	<i>feliz</i>										
nervous	<i>nervioso/a</i>										
excited	<i>emocionado/a</i>										

***IN-VISION* Elementary Spanish Curriculum—Year 4**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 D Express likes and dislikes.	<ul style="list-style-type: none"> • All content areas 	<ul style="list-style-type: none"> • Like it or Not 	<ul style="list-style-type: none"> • Pastimes • Hobbies • Famous athletes, movie stars, singers • Games • Foods
Phrases/Structures		Vocabulary You may incorporate vocabulary from other levels and indicators.	
<p>I like (<u>singular noun/verb</u>). <i>Me gusta</i> _____.</p> <p>I like (<u>plural noun</u>). <i>Me gustan</i> _____.</p> <p>I don't like (<u>singular noun/verb</u>). <i>No me gusta</i> _____.</p> <p>I don't like (<u>plural noun</u>). <i>No me gustan</i> _____.</p>		<p>Activities, Entertainment, <i>Las Actividades, La Diversión,</i> <u>Snacks</u> <i>Las Golosinas</i> to swim <i>nadar</i> to watch T.V. <i>mirar la tele</i> to play outside <i>jugar afuera</i> books <i>los libros</i> sports <i>los deportes</i> movies <i>las películas</i> the internet <i>la red/el Internet</i> candy <i>los dulces</i> popcorn <i>las palomitas</i></p>	
Progress Indicators/	Possible Content	Assessment/s	Culture

***IN-VISION* Elementary Spanish Curriculum—Year 4**

Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 E Express agreement and disagreement.	• Communication/Conversation	• Telling the Truth	
Phrases/Structures		Vocabulary	
True. False. Really?	Verdad. Falso. ¿De veras?		
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	• Social Studies • Calendar	• What's in a Week? • Daily Almanac • Stormy Weather	• Calendar starts on Monday • Capitalization of days of week and month • Order of writing dates • Days of the week named after planets/mythology
Phrases/Structures		Vocabulary	
TEACHER PROMPT: What day is it? STUDENTS RESPONSE: Today is ____.		<div>Days of the Week</div> <div>Los Días de la Semana</div> <div>Monday</div> <div>Tuesday</div> <div>Wednesday</div> <div>Thursday</div> <div>Friday</div> <div>Saturday</div> <div>Sunday</div> <div>lunes</div> <div>martes</div> <div>miércoles</div> <div>jueves</div> <div>viernes</div> <div>sábado</div> <div>domingo</div>	
1.1 F			

***IN-VISION* Elementary Spanish Curriculum—Year 4**

TEACHER PROMPT: What is the date? <i>¿Cuál es la fecha?</i> STUDENT RESPONSE: Today is the ____ of ___, _____. <i>Hoy es el ____ de ____ del ____.</i> (Today is the 3 rd of April, 2003.) <i>(Hoy es el tres de abril del 2003.)</i>		<u>Months</u> <u><i>Los Meses</i></u> <i>(See Word List.)</i> <u>Years</u> <u><i>Los Años</i></u> <i>Examples:</i> 2001 <i>dos mil uno</i> 2002 <i>dos mil dos</i> 2003 <i>dos mil tres</i> 1492 <i>mil cuatrocientos noventa y dos</i> <u>Numbers 1-31</u> <u><i>Los Números del 1 al 31</i></u> <i>(See Word List.)</i>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 G Ask and answer simple questions.	<ul style="list-style-type: none"> • Social Studies • Calendar • Science • Holidays 	<ul style="list-style-type: none"> • Stormy Weather • Daily Almanac 	<ul style="list-style-type: none"> • Same as 1.1 F
Phrases/Structures		Vocabulary	
What's the day today? <i>¿Qué día es hoy?</i> Today is _____. <i>Hoy es _____.</i> What's the date today? <i>¿Cuál es la fecha de hoy?</i> Today is the ____ of ___, _____. <i>Hoy es el ____ de ____ del ____.</i>		<u><i>Days of the Week</i></u> <u><i>Los Días de la Semana</i></u> <i>(See Year 4 1.1F)</i>	
1.1 G			

***IN-VISION* Elementary Spanish Curriculum—Year 4**

What's the weather like? <i>¿Qué tiempo hace?</i> There's snow. <i>Hay nieve.</i> It's cloudy. <i>Está nublado.</i> It's raining. <i>Está lloviendo.</i> It's snowing. <i>Está nevando.</i> There's a storm. (with thunder/lightning) <i>Hay una tormenta.</i> There's a hurricane. <i>Hay un huracán.</i> There's a tornado. <i>Hay un tornado.</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 H Make and respond to simple requests.	• Daily classroom routines	• Say It and Do It	• Gesture for <i>¡Ojo!</i>
Phrases/Structures		Vocabulary	
Come (over) here, please. <i>Ven acá, por favor.*</i> Help me, please. <i>Ayúdame, por favor.*</i> Hurry up! <i>Apúrate./Apresúrate./Date prisa.*</i> Be careful! <i>¡Cuidado!</i> Hey! <i>¡Oye!</i> Watch out! <i>¡Ojo!</i> <i>*(These commands are intended for one person in the tú form.)</i>			

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Year: **5**

Goals:

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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Standard: ***1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	• Social Studies	• All Through the Town • Left Behind • City Planner	• Community layout • Every town has a plaza • Many churches face west • Names of stores ending in –ería (panadería, zapatería, carnicería, librería)
Phrases/Structures		Vocabulary	
<div>Where is ____?</div> <div>¿Dónde está __?</div> <div>It is ____.</div> <div>Está ____.</div> <div>to the left of ____</div> <div>a la izquierda de* ____</div> <div>to the right of ____</div> <div>a la derecha de* ____</div> <div>behind ____</div> <div>detrás de* ____</div> <div>in front of ____</div> <div>enfrente de* ____</div> <div>*(de = del when the noun is preceded by el)</div> <div>(de = de la when the noun is preceded by la)</div> <div>Examples:</div> <div>(del aeropuerto del parque)</div> <div>(de la iglesia/de la piscina)</div>		<div><u>Community/City</u> the hospital el hospital the supermarket el supermercado the park el parque the mall el centro comercial the movie theater el cine the airport el aeropuerto the downtown el centro the bank el banco the police station la comisaría the swimming pool la piscina the street la calle the church la iglesia the store la tienda</div> <div><u>La Comunidad/La Ciudad</u> <</div>	

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 B Express basic courtesies.	• Social skills	• Etiquette	• Courtesies (importance of basic courtesies)
Phrases/Structures		Vocabulary	
<div>I'm sorry.<div><i>Lo siento.</i></div></div> <div>Excuse me.<div>(Before the fact—"Coming through.")<i>Con permiso.</i></div><div>(After the fact)<i>Perdón.</i></div><div>(Getting someone's attention)<i>Disculpe.</i></div></div> <div>What (did you say)?<div><i>¿Cómo?/¿Mande?</i></div></div>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 C Express state of being.	• Social skills	• Formally Speaking...	• Explain the difference between familiar and formal (<i>tú</i> vs. <i>usted</i> (<i>Ud.</i>))
Phrases/Structures		Vocabulary	
<div>How are you (formal)?<div><i>¿Cómo está usted?</i></div></div> <div>I am ____.<div><i>Estoy ____.</i></div></div>		<div><div><div>Adjectives</div><div>worried</div><div>great</div></div><div><i>Los Adjetivos</i> <i>preocupado/a</i> <i>magnífico/a</i></div></div>	

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																										
1.1 D Express likes and dislikes.	<ul style="list-style-type: none">• Communication/ Conversation	<ul style="list-style-type: none">• State Your Preference	<ul style="list-style-type: none">• Leisure activities• Movies• Movie titles (translation changes)• Dubbing & subtitling• Hispanic movie stars																										
Phrases/Structures		Vocabulary																											
<p>Which do you like more, __ or __ ? ¿<i>Qué te gusta más, __ o _ ?</i> I like _____ more. <i>Me gusta más _____.</i></p>		<table><tr><th><u>Verbs</u></th><th><u>Los Verbos</u></th></tr><tr><td>to write</td><td><i>escribir</i></td></tr><tr><td>to read</td><td><i>leer</i></td></tr><tr><td>to read magazines</td><td><i>leer las revistas</i></td></tr><tr><td>to read the newspaper</td><td><i>leer el periódico</i></td></tr><tr><td>to go for a walk</td><td><i>dar un paseo/pasear</i></td></tr><tr><td>to ride a bike</td><td><i>andar en bicicleta</i></td></tr><tr><td>to skate/to rollerblade</td><td><i>patinar</i></td></tr><tr><td>to go shopping</td><td><i>ir de compras</i></td></tr><tr><td>to go to the movies</td><td><i>ir al cine</i></td></tr><tr><td>to ski</td><td><i>esquiar</i></td></tr><tr><td>to hunt</td><td><i>cazar</i></td></tr><tr><td>to fish</td><td><i>pescar</i></td></tr></table>		<u>Verbs</u>	<u>Los Verbos</u>	to write	<i>escribir</i>	to read	<i>leer</i>	to read magazines	<i>leer las revistas</i>	to read the newspaper	<i>leer el periódico</i>	to go for a walk	<i>dar un paseo/pasear</i>	to ride a bike	<i>andar en bicicleta</i>	to skate/to rollerblade	<i>patinar</i>	to go shopping	<i>ir de compras</i>	to go to the movies	<i>ir al cine</i>	to ski	<i>esquiar</i>	to hunt	<i>cazar</i>	to fish	<i>pescar</i>
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***IN-VISION* Elementary Spanish Curriculum -- Year 5**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 E Express agreement and disagreement.	• Communication/ Conversation	• Agree to Disagree	
Phrases/Structures		Vocabulary	
<p>TEACHER PROMPT: I want to _____. And you? <i>(Yo) quiero _____. ¿Y tú?</i></p> <p>TEACHER PROMPT: Do you want to go with me? <i>¿Quieres ir conmigo?</i></p> <p>STUDENT RESPONSE: Sure. <i>Claro.</i> Maybe. <i>Tal vez.</i> Kinda. (More or less.) <i>Más o menos.</i></p>		<p><i>Refer to verbs in 1.1 D, levels 3 and 4.</i></p>	
Progress Indicators/	Possible Content	Assessment/s	Culture

IN-VISION Elementary Spanish Curriculum -- Year 5

Functions	Integration (Goal 3)		(Goals 2 & 4)																																										
1.1 F Respond to one-on-one interactions.	<ul style="list-style-type: none">• Social Studies• School environment• Communication/Conversation	<ul style="list-style-type: none">• Check Out My Family• Oh, Where Can It Be?• What’s Missing?	<ul style="list-style-type: none">• Extended family• Honor and responsibility of elders																																										
Phrases/Structures		Vocabulary																																											
<p>TEACHER PROMPT: Tell me about your family. <i>Dime acerca de tu familia.</i></p> <p>STUDENT RESPONSE: I have _____. <i>Tengo _____.</i> I don’t have _____. <i>No tengo ____.*</i></p> <p><i>*(Omit “un”/”una” in the negative response.)</i></p> <p>TEACHER PROMPT: What is in your (student) desk? <i>¿Qué hay en tu pupitre?</i></p> <p>What is there in your backpack? <i>¿Qué hay en tu mochila?</i></p> <p>What is on the (teacher’s) desk? <i>¿Qué hay en el escritorio?</i></p> <p>STUDENT RESPONSE: There is/are _____. <i>Hay _____.</i></p> <p>TEACHER PROMPT: What’s missing? <i>¿Qué falta?</i></p> <p>STUDENT RESPONSE: _____ is missing. <i>Falta _____.</i></p>		<p>Family <i>La Familia</i></p> <table><tr><td>a father</td><td><i>un papá/un padre</i></td><td>a mother</td><td><i>una mamá/una madre</i></td></tr><tr><td>a grandpa</td><td><i>un abuelo</i></td><td>a grandma</td><td><i>una abuela</i></td></tr><tr><td>an uncle</td><td><i>un tío</i></td><td>an aunt</td><td><i>una tía</i></td></tr><tr><td>a brother</td><td><i>un hermano</i></td><td>a sister</td><td><i>una hermana</i></td></tr><tr><td>a male cousin</td><td><i>un primo</i></td><td>a female cousin</td><td><i>una prima</i></td></tr></table> <p>Classroom Objects <i>Los Objetos de la Clase</i></p> <table><tr><td>a pen</td><td><i>una pluma/un bolígrafo (un boli)</i></td></tr><tr><td>a desk (student)</td><td><i>un pupitre</i></td></tr><tr><td>a backpack</td><td><i>una mochila</i></td></tr><tr><td>a folder</td><td><i>una carpeta</i></td></tr><tr><td>a ruler</td><td><i>una regla</i></td></tr><tr><td>an eraser</td><td><i>una goma/una goma de borrar</i></td></tr><tr><td>a calculator</td><td><i>una calculadora</i></td></tr><tr><td>a calendar</td><td><i>un calendario</i></td></tr><tr><td>a computer</td><td><i>una computadora</i></td></tr><tr><td>a desk (teacher)</td><td><i>un escritorio</i></td></tr><tr><td>a pencil sharpener</td><td><i>un sacapuntas/un cortalápices</i></td></tr></table>		a father	<i>un papá/un padre</i>	a mother	<i>una mamá/una madre</i>	a grandpa	<i>un abuelo</i>	a grandma	<i>una abuela</i>	an uncle	<i>un tío</i>	an aunt	<i>una tía</i>	a brother	<i>un hermano</i>	a sister	<i>una hermana</i>	a male cousin	<i>un primo</i>	a female cousin	<i>una prima</i>	a pen	<i>una pluma/un bolígrafo (un boli)</i>	a desk (student)	<i>un pupitre</i>	a backpack	<i>una mochila</i>	a folder	<i>una carpeta</i>	a ruler	<i>una regla</i>	an eraser	<i>una goma/una goma de borrar</i>	a calculator	<i>una calculadora</i>	a calendar	<i>un calendario</i>	a computer	<i>una computadora</i>	a desk (teacher)	<i>un escritorio</i>	a pencil sharpener	<i>un sacapuntas/un cortalápices</i>
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1.1 F																																													

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

<p>TEACHER PROMPT:</p> <p>What is to the left of ___? <i>¿Qué hay a la izquierda de* ___?</i></p> <p>What is to the right of ___? <i>¿Qué hay a la derecha de* ___?</i></p> <p>What is behind ___? <i>¿Qué hay detrás de* ___?</i></p> <p>What is in front of ___? <i>¿Qué hay enfrente de* ___?</i></p> <p><i>*(de = del when the noun is preceded by el)</i> <i>(de = de la when the noun is preceded by la)</i></p> <p><i>Example:</i> <i>(del aeropuerto/del parque)</i> <i>(de la iglesia/de la piscina)</i></p> <p>STUDENT RESPONSE:</p> <p>There is/are _____ <i>Hay_____.</i></p>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

1.1 G Ask and answer simple questions.	<ul style="list-style-type: none"> • Social Studies • Communication • Math 	<ul style="list-style-type: none"> • Pet Store Photo Shop • Getting Personal 	<ul style="list-style-type: none"> • Different units of money in Spanish-speaking countries • Native animals: <ul style="list-style-type: none"> -quetzal (Guatemala, Costa Rica) -coquí (Puerto Rico) -llama (South America) • Markets & bartering
Phrases/Structures		Vocabulary	
<p>What is this? It's _____.</p> <p>How old are you? I am _____ years old.</p> <p>When is your birthday?</p> <p>My birthday is _____. (April 2)</p>	<p><i>¿Qué es esto?</i> <i>Es _____.</i></p> <p><i>¿Cuántos años tienes?</i> <i>Tengo _____ años.</i></p> <p><i>¿Cuándo es tu cumpleaños?</i></p> <p><i>Mi cumpleaños es el _____ de _____.</i> <i>(abril) (dos)</i></p>	<p><u>Native Animals</u></p> <p>a quetzal a coquí a llama a condor a tapir an anaconda</p>	<p><u>Los Animales Nativos</u></p> <p><i>un quetzal</i> <i>un coquí</i> <i>una llama</i> <i>un cóndor</i> <i>un tapir</i> <i>una anaconda</i></p>

1.1 G	
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***IN-VISION* Elementary Spanish Curriculum -- Year 5**

<p>How much does it cost? (It costs) ____.</p> <p><i>*(Depends on monetary unit used according to country)</i></p> <p>Where do you live? I live in ____.</p>	<p><i>¿Cuánto cuesta?</i> <i>(Cuesta)_____ (pesos).*</i></p> <p><i>¿Dónde vives?</i> <i>(Yo) Vivo en ____.</i></p>	<p><u>Monetary Unit</u></p> <p>dollars (U.S) (in various Spanish- speaking countries) euros (in Spain) cents</p>	<p><u>La Unidad Monetaria</u></p> <p><i>los dólares</i> <i>los pesos (\$)</i> <i>los euros (€)</i> <i>(las pesetas used until February 2002)</i> <i>los centavos</i></p>
<p>Progress Indicators/ Functions</p>	<p>Possible Content Integration (Goal 3)</p>	<p>Assessment/s</p>	<p>Culture (Goals 2 & 4)</p>

***IN-VISION* Elementary Spanish Curriculum -- Year 5**

1.1 H Make and respond to simple requests.	<ul style="list-style-type: none"> • Games 	<ul style="list-style-type: none"> • Games People Play • Card Sharks • Wait a Minute, Okey Dokey? 	<ul style="list-style-type: none"> • Common Hispanic board & card games (e.g. <i>Lotería</i>)
Phrases/Structures		Vocabulary	
<p><i>All of these game-playing phrases are intended to be said to one person.</i></p> <p>It's your turn. <i>Es tu turno./Te toca a ti.</i> Roll the die/dice. <i>Tira el dado/los dados.</i> Take a card. <i>Toma una carta.</i> Move # spaces forward. <i>Mueve # espacios adelante.</i> Move # spaces backwards. <i>Mueve # espacios atrás.</i> Discard. <i>Bájala.</i> Do you have__? <i>¿Tienes__?</i> Pass me _____. <i>Pásame _____.</i> Skip a turn. <i>Pasa al siguiente.</i> Lose a turn. <i>Pierde tu turno.</i></p> <p>One moment... <i>Un momento...</i> Okay. <i>Bien./Vale.</i></p>		<p><u>Game Words</u> <u>El Vocabulario para los Juegos</u></p> <p>the games <i>los juegos</i> the cards <i>las cartas</i> the dice <i>los dados</i> the token <i>la ficha</i></p> <p><u>Playing Cards</u> <u>Los Naipes (Las Cartas)</u></p> <p>jack <i>la jota</i> queen <i>la reina</i> king <i>el rey</i> ace <i>el as</i> joker <i>el comodín</i></p> <p>heart <i>el corazón</i> club <i>el trébol</i> spade <i>la pica/la espada</i> diamond <i>el diamante</i></p>	

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Year: 6

Goals:

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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Standard: *1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)																						
1.1 A Express basic needs.	• Health	• My Body • My Aching Body	• Health care, home remedies, herbal medicines • “ <i>Sana, sana</i> ” poem																						
Phrases/Structures		Vocabulary																							
<p>I have a/an _____ ache. <i>Tengo dolor de _____.*</i> (I have a toothache.) <i>(Tengo dolor de dientes.)</i></p> <p><i>*(Omit definite article of body part.)</i></p> <p>My _____ hurts. <i>Me duele/n _____.*</i></p> <p><i>*(singular/plural, depending upon the body parts)</i></p> <p><i>Examples:</i> (My head hurts.) <i>(Me duele la cabeza.)</i> (My fingers hurt.) <i>(Me duelen los dedos.)</i></p>		<table><tr><th><u>Body Parts</u></th><th><u>Las Partes del Cuerpo</u></th></tr><tr><td>head</td><td><i>la cabeza</i></td></tr><tr><td>tooth</td><td><i>el diente</i></td></tr><tr><td>toes</td><td><i>los dedos del pie</i></td></tr><tr><td>finger</td><td><i>el dedo</i></td></tr><tr><td>stomach</td><td><i>el estómago</i></td></tr><tr><td>ear (outer)</td><td><i>la oreja</i></td></tr><tr><td>ear (inner)</td><td><i>el oído</i></td></tr><tr><td>wrist</td><td><i>la muñeca</i></td></tr><tr><td>ankle</td><td><i>el tobillo</i></td></tr><tr><td>back</td><td><i>la espalda</i></td></tr></table>		<u>Body Parts</u>	<u>Las Partes del Cuerpo</u>	head	<i>la cabeza</i>	tooth	<i>el diente</i>	toes	<i>los dedos del pie</i>	finger	<i>el dedo</i>	stomach	<i>el estómago</i>	ear (outer)	<i>la oreja</i>	ear (inner)	<i>el oído</i>	wrist	<i>la muñeca</i>	ankle	<i>el tobillo</i>	back	<i>la espalda</i>
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***IN-VISION* Elementary Spanish Curriculum—Year 6**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 B Express basic courtesies.	• Communication/ Conversation	• First Impressions	• Children are expected to make introductions
Phrases/Structures		Vocabulary	
<p>I want to introduce you to my _____, _____. (title, name)</p> <p>dad, John. mom, Mary. teacher, Mr. Garcia. teacher, Mrs. Garcia. friend, John. friend, Mary.</p> <p>Nice to meet you. Nice meeting you, too.</p> <p><i>*(Literally means “equally so” and can be used in other situations showing agreement.)</i></p> <p>See you soon. We’ll see you.</p>		<p><u>Expressions</u> <u>Las Expresiones</u></p> <p>Welcome! ¡Bienvenidos! (to a group of males/mixed group)</p> <p> ¡Bienvenido! (to a male)</p> <p> ¡Bienvenida! (to a female)</p> <p> ¡Bienvenidas! (to a group of females)</p>	
<p><i>Quisiera presentarle a mi _____, _____.</i> <i>(título, nombre)</i></p> <p><i>papá, Juan.</i> <i>mamá, María.</i> <i>maestro, el señor García.</i> <i>maestra, la señora García.</i> <i>amigo, Juan.</i> <i>amiga, María.</i></p> <p><i>Mucho gusto.</i> <i>Igualmente.*</i></p> <p><i>Hasta pronto.</i> <i>Nos vemos.</i></p>			

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 C Express state of being.	• Guidance	• Good Mood/Bad Mood	
Phrases/Structures		Vocabulary	
How are you feeling? <i>¿Cómo te sientes?</i> I'm feeling _____. <i>Me siento _____.</i> I'm in a good mood. <i>Estoy de buen humor.</i> I'm in a bad mood. <i>Estoy de mal humor.</i> I'm embarrassed. <i>Tengo vergüenza.</i>		Refer to feelings in 1.1C, Levels 1-5.	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 D Express likes and dislikes.	• Communication/ Conversation	• Activities! Activities! Activities! • What We Like to Do...	
Phrases/Structures		Vocabulary	
		You may incorporate vocabulary from other levels and indicators.	
He/she likes _____. <i>Le gusta _____.</i> They like _____. <i>Les gusta _____.</i> We like _____. <i>Nos gusta _____.</i> He/she doesn't like _____. <i>No le gusta _____.</i> They don't like _____. <i>No les gusta _____.</i> We don't like _____. <i>No nos gusta _____.</i> to study <i>estudiar</i> to talk on the phone <i>hablar por teléfono</i> to do chores <i>hacer los quehaceres</i> to babysit <i>cuidar a los niños</i> to do homework <i>hacer la tarea</i>			

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 E Express agreement and disagreement.	• Communication/ Conversation	• Believe It or Not	
Phrases/Structures		Vocabulary	
I don't believe so. <i>Creo que no.</i> I believe so. <i>Creo que sí.</i>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	• P. E. • Health/Nutrition	• Let's Play • My Friend the Animal • Feed Me • More About Me	• Popular sports in Hispanic countries • Famous Hispanic athletes • Unique pets
Phrases/Structures		Vocabulary	
TEACHER PROMPT: What pets do you have?		<u>Animals or Pets</u> <u><i>Las Mascotas</i></u> a bird <i>un pájaro</i> a rabbit <i>un conejo</i> a lizard <i>una lagartija</i> a turtle <i>una tortuga</i> a fish <i>un pez</i> a hamster <i>un hámster</i>	
STUDENT RESPONSE: I have ____. I don't have a pet.			
<i>¿Qué mascotas tienes?</i> <i>Tengo__.</i> <i>No tengo mascota.</i>			
1.1 F			

***IN-VISION* Elementary Spanish Curriculum—Year 6**

<p>TEACHER PROMPT: What sport do you like?</p> <p>STUDENT RESPONSE: I like ____.</p> <p>TEACHER PROMPT: What do you like to eat?</p> <p>STUDENT RESPONSE: I like ____.</p>	<p><i>¿Qué deporte te gusta?</i></p> <p><i>Me gusta _____.</i></p> <p><i>¿Qué te gusta comer?</i></p> <p><i>Me gusta/n ____.</i></p>	<p><u>Sports</u> <u>Los Deportes</u></p> <p>soccer <i>el fútbol</i></p> <p>golf <i>el golf</i></p> <p>volleyball <i>el vólibol</i></p> <p>softball <i>el sófbol</i></p> <p>tennis <i>el tenis</i></p> <p>baseball <i>el béisbol</i></p> <p>gymnastics <i>la gimnasia</i></p> <p>football <i>el fútbol americano</i></p> <p>basketball <i>el baloncesto/el básquetbol</i></p> <p>wrestling <i>la lucha libre</i></p> <p><u>Food</u> <u>La Comida</u></p> <p>spaghetti <i>el espagueti</i></p> <p>chicken <i>el pollo</i></p> <p>fish <i>el pescado</i></p> <p>peaches <i>los duraznos/los melocotones</i></p> <p>pears <i>las peras</i></p> <p>grapes <i>las uvas</i></p> <p>dessert <i>el postre</i></p> <p>chips <i>las papitas</i></p> <p>potatoes <i>las papas/las patatas</i></p> <p>french fries <i>las papas fritas</i></p>	
Progress Indicators/	Possible Content	Assessment/s	Culture

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 G Ask and answer simple questions.	• Math	• Measuring Up • How Many Are There?	• Metric system (i.e. <i>un kilo</i> [weight], <i>un litro</i> [liquid], <i>un kilómetro</i> [distance])
Phrases/Structures		Vocabulary	
<p>How many ____ are there? <i>¿Cuántos* ____ hay?</i></p> <p style="padding-left: 150px;"><i>*masculine/plural</i></p> <p style="padding-left: 150px;"><i>¿Cuántas* ____ hay?</i></p> <p style="padding-left: 150px;"><i>*feminine/plural</i></p> <p>There are ____ # ____ . <i>Hay ____ # ____ . *</i></p> <p><i>*(Dependent upon noun being masculine or feminine)</i></p>		<p><u>Units of Measurement</u> <u><i>Las Unidades de la Medida</i></u></p> <p>inches <i>pulgadas (f)</i></p> <p>feet <i>pies (m)</i></p> <p>yards <i>yardas (f)</i></p> <p>miles <i>millas (f)</i></p> <p>ounces <i>onzas (f)</i></p> <p>pounds <i>libras (f)</i></p> <p>cups <i>tazas (f)</i></p> <p>gallons <i>galones (m)</i></p> <p><i>(m=masculine; f=feminine)</i></p>	
Progress Indicators/	Possible Content	Assessment/s	Culture

***IN-VISION* Elementary Spanish Curriculum—Year 6**

Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 H Make and respond to simple requests.	• P.E.	• Have a Ball! • Coach & Player	• World Cup
Phrases/Structures		Vocabulary	
Shoot it. / Throw it. <i>Tírala.*</i> Kick it. <i>Patéala.*</i> Roll it. <i>Ruédala.*</i> Pass it. <i>Pásala.*</i> Catch it. <i>Agárrala.*</i> Jump. <i>Brinca.*</i> Run. <i>Corre.*</i> <i>*(The “la” at the end of each command refers to “la pelota.” If referring to any large ball, use “lo” instead of “la.” [i.e., “Pásalo” means “pass it”—football, volleyball, basketball, etc.]*)</i> <i>*(These commands are intended for one person in the “tú” form.)</i>		<u>Sports Equipment</u> <u>El Equipo de Deportes</u> ball (small) <i>la pelota</i> ball (large) <i>el balón</i>	

***IN-VISION* Elementary Spanish Curriculum—Year 7**

Year: **7**

Goals:

#1 Communicate in Spanish #2 Gain understanding of other cultures #3 Connect with other disciplines and acquire information	#4 Develop insight into the nature of language and culture #5 Participate in multilingual communities at home and around the world
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Standard: ***1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.***

Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 A Express basic needs.	• Health	• Bumps and Bruises	• Health care • Traditional home remedies
Phrases/Structures		Vocabulary	
I'm hurt. <i>Me lastimé.</i> I cut myself. <i>Me corté.</i> I fell down. <i>Me caí.</i> I twisted/sprained _____. <i>Me torcí *_____.</i> I broke _____. <i>Me rompí *_____.</i> <i>*(In Spanish, use the definite article [el, la, los, las] rather than the possessive adjective "my".)</i> You poor thing! <i>¡Pobrecito/a!</i> Too bad! <i>¡Qué lástima!</i>		<i>(You may incorporate parts of the body vocabulary from Year 6, 1.1 A.)</i>	
Progress Indicators/	Possible Content	Assessment/s	Culture

***IN-VISION* Elementary Spanish Curriculum—Year 7**

Functions	Integration (Goal 3)		(Goals 2 & 4)
1.1 B Express basic courtesies.	• Communication/Conversation	• Look Who's Talking • Hello, World!	• Telephone etiquette and procedures
Phrases/Structures		Vocabulary	
<p>Hello. <i>Diga.</i> (España) <i>Bueno.</i> (México) <i>Hola.</i> (various countries) <i>Aló.</i> (Sudamérica)</p> <p>Is ____ there? ¿<i>Está</i> ____? He's busy. <i>Está ocupado.</i> She's busy. <i>Está ocupada.</i></p> <p>Would you like to ¿<i>Te/Le</i>* <i>gusta dejar un recado?</i> leave a message?</p> <p><i>*("Te" is used with family and friends; "le" is used with adults or strangers.)</i></p>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 C Express state of being.	• Guidance	• I'm Feeling...	
Phrases/Structures		Vocabulary	
<p>I am bored. <i>Estoy aburrido/a.</i> I am excited. <i>Estoy emocionado/a.</i> I am embarrassed. <i>Estoy avergonzado/a.</i></p>			
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

***IN-VISION* Elementary Spanish Curriculum—Year 7**

1.1 D Express likes and dislikes.	• Communication/Conversation	• What to Do? What to Do? • What Do You Think?	• Slang expressions
Phrases/Structures		Vocabulary You may incorporate vocabulary from other levels and indicators.	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>I have to _____. ____!</p> <p>(chore)</p> <p>How horrible!</p> <p>How delicious!</p> <p>It's horrible!</p> <p>Great!</p> <p>Wow!</p> <p>Gross!</p> <p>Yuck!</p> <p>Cool!/Sweet!/Groovy!</p> <p>Phew!</p> </div> <div style="width: 45%;"> <p><i>Tengo que _____. ¡ ____!</i></p> <p><i>(quehacer)</i></p> <p><i>¡Qué horrible!</i></p> <p><i>¡Qué rico!</i></p> <p><i>¡Es horrible!</i></p> <p><i>¡Estupendo!</i></p> <p><i>¡Ay!</i></p> <p><i>¡Qué asco!</i></p> <p><i>¡Guácala!</i></p> <p><i>¡Qué padre!/(México)</i></p> <p><i>¡Pura vida!/(Costa Rica)</i></p> <p><i>¡Chévere!/(Cuba)</i></p> <p><i>¡Que guay!/(Spain)</i></p> <p><i>¡Fuchi!/(Argentina)</i></p> <p><i>¡Puf!/(Brazil)</i></p> </div> </div> <p>I have to _____. It's horrible! <i>Tengo que _____. ¡Es horrible!</i></p>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Chores</u></p> <p>to cook</p> <p>to wash dishes</p> <p>to make your bed</p> <p>to clean my room</p> <p>to vacuum</p> <p>to take out the trash</p> <p>to dust</p> <p>to set the table</p> <p>to clear the table</p> </div> <div style="width: 45%;"> <p><u>Los Quehaceres</u></p> <p><i>cocinar</i></p> <p><i>lavar los platos</i></p> <p><i>hacer la cama</i></p> <p><i>limpiar mi cuarto</i></p> <p><i>pasar la aspiradora</i></p> <p><i>sacar la basura</i></p> <p><i>quitar el polvo</i></p> <p><i>poner la mesa</i></p> <p><i>quitar la mesa</i></p> </div> </div>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

***IN-VISION* Elementary Spanish Curriculum—Year 7**

1.1 E Express agreement and disagreement.	• Social skills	• Agree? No Way!	
Phrases/Structures		Vocabulary	
No way. I agree. I disagree.		De ninguna manera. Estoy de acuerdo. No estoy de acuerdo.	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 F Respond to one-on-one interactions.	• Communication/Conversation • Nutrition	• Ready! Set! Action! • My Future • Building Blocks • What’s for Breakfast?	• Breakfast foods
Phrases/Structures		Vocabulary	
TEACHER PROMPT: What are you doing?		¿Qué estás haciendo?	
STUDENT RESPONSE: I am _____. Nothing.		Estoy _____. Nada.	
		Action Verbs	Los Verbos de Acción
		playing	jugando
		resting	descansando
		eating	comiendo
		reading	leyendo
		writing	escribiendo
		studying	estudiando
		learning	aprendiendo
		working	trabajando
		practicing	practicando
		listening to music	escuchando la música
1.1 F			
TEACHER PROMPT:		Breakfast Foods	Las Comidas del Desayuno

***IN-VISION* Elementary Spanish Curriculum—Year 7**

<p>What did you eat for breakfast? <i>¿Qué desayunaste?</i></p> <p>STUDENT RESPONSE: I ate ____ for breakfast. <i>Desayuné ____.</i></p> <p>TEACHER PROMPT: Where is the ____? <i>¿Dónde está ____?</i></p> <p>STUDENT RESPONSE: It is _____. <i>Está ____.</i></p> <p>TEACHER PROMPT: What do you want to be? <i>¿Qué quieres ser?</i></p> <p>STUDENT RESPONSE: I want to be a/an _____. <i>Quiero ser* ____.</i></p> <p><i>*(Omit articles; insert only the name of the profession.)</i></p>		<p>toast <i>pan tostado</i> pancakes <i>unos panqueques</i> sausage <i>unas salchichas</i> bacon <i>tocino</i> eggs <i>unos huevos</i></p> <p>Place Expressions: <i><u>Las Expresiones de Lugar</u></i> over here <i>por acá</i> over there <i>por allá</i> on the corner <i>en la esquina</i> straight ahead <i>todo derecho</i></p> <p>Professions <i><u>Las Profesiones</u></i> <i>(Refer to Word List.)</i></p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)
1.1 G Ask and answer	• Social Studies	• I Like It! I Like It!	• “ <i>Mi casa es su casa.</i> ”

IN-VISION Elementary Spanish Curriculum—Year 7

simple questions.	• Communication/Conversation	• Identify Who and Where • Who Is It? • People I Know																
Phrases/ Structures		Vocabulary																
Where is he or she from? He's/She's from ____.	¿De dónde es? Es de ____.																	
Where are you from? I'm from ____	¿De dónde eres? Soy de ____.																	
Where are they from? They are from ____.	¿De dónde son? Son de ____.																	
What do you like best? I like ____ best. Example: (I like football best.)	¿Qué ____ te gusta más? Me gusta más ____. (Me gusta más el *fútbol americano.) *(Use the definite article in the response.)	<table><tr><td>Topics</td><td>Los Temas</td></tr><tr><td>animal</td><td>animal</td></tr><tr><td>color</td><td>color</td></tr><tr><td>sport</td><td>deporte</td></tr><tr><td>movie</td><td>película</td></tr><tr><td>subject</td><td>materia</td></tr></table>	Topics	Los Temas	animal	animal	color	color	sport	deporte	movie	película	subject	materia				
Topics	Los Temas																	
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Who is it? It's ____. It's a boy. It's a girl. It's a teenager. (male). It's a teenager. (female). It's a friend of (name).	¿Quién es? Es ____. Es un muchacho. Es una muchacha. Es un joven. Es una joven. Es un amigo/una amiga de (nombre).	<table><tr><td>People in the Community</td><td>La Gente en la Comunidad</td></tr><tr><td>a neighbor</td><td>un vecino/una vecina</td></tr><tr><td>a carpenter</td><td>un carpintero/una carpintera</td></tr><tr><td>a plumber</td><td>un plomero/una plomera</td></tr><tr><td>a mail carrier</td><td>un cartero/una cartera</td></tr><tr><td>a electrician</td><td>un/una electricista</td></tr><tr><td>a garbage collector</td><td>un basurero/una basurera</td></tr><tr><td>a delivery person</td><td>un repartidor/una repartidora</td></tr></table>	People in the Community	La Gente en la Comunidad	a neighbor	un vecino/una vecina	a carpenter	un carpintero/una carpintera	a plumber	un plomero/una plomera	a mail carrier	un cartero/una cartera	a electrician	un/una electricista	a garbage collector	un basurero/una basurera	a delivery person	un repartidor/una repartidora
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a electrician	un/una electricista																	
a garbage collector	un basurero/una basurera																	
a delivery person	un repartidor/una repartidora																	
Example: (It's a friend of John's.)	(Es una amiga de Juan.)																	
1.1 G Con't																		

***IN-VISION* Elementary Spanish Curriculum—Year 7**

<p>Who are they? They are _____. They are boys. They are boys and girls. They are girls. They are teenagers. <i>(males or mixed group)</i> They are teenagers. <i>(females)</i></p>		<p><i>¿Quiénes son?</i> <i>Son _____.</i> <i>Son muchachos.</i> <i>Son muchachos.</i> <i>Son muchachas.</i> <i>Son jóvenes.</i> <i>Son jóvenes.</i></p>	
Progress Indicators/ Functions	Possible Content Integration (Goal 3)	Assessment/s	Culture (Goals 2 & 4)

***IN-VISION* Elementary Spanish Curriculum—Year 7**

1.1 H Make and respond to simple requests.	Communication/Conversation	<ul style="list-style-type: none"> • Let's Find Out • Let's Communicate • Accent the Punctuation! 	<ul style="list-style-type: none"> • Spanish web sites • Tilde
Phrases/Structures		Vocabulary	
<p>E-mail me. <i>Mándame un correo electrónico.*</i></p> <p>Log on. <i>Entra.*</i></p> <p>Log off. <i>Sal.*</i></p> <p>Go to _____.com. <i>Ve a _____ punto com.*</i></p> <p>Look online. <i>Busca en la red/el Internet.*</i></p> <p><i>*(These commands are intended for one person in the “tu” form.)</i></p> <p>How do you spell it? <i>¿Cómo se deletrea?</i></p> <p>I need information. <i>Necesito información.</i></p> <p>Does it need _____? <i>¿Necesita _____?</i></p>		<p>@ <i>a</i></p> <p><u>Alphabet</u> <i>El Alfabeto</i> (See Word List.)</p> <p><u>Punctuation</u> <i>La Puntuación</i></p> <p>an accent <i>un acento</i></p> <p>a tilde <i>un tilde</i></p> <p>a comma <i>una coma</i></p> <p>a semi-colon <i>un punto coma</i></p> <p>a colon <i>dos puntos</i></p> <p>a period <i>un punto</i></p> <p>a capital letter <i>una letra mayúscula</i></p> <p>a lower-case letter <i>una letra minúscula</i></p> <p>an exclamation mark <i>un punto de exclamación</i></p> <p>a question mark <i>un punto de interrogación</i></p>	